R E P O R T R E S U M E S

ED 015 644 64 EM 004 005

INTER-UNIVERSITY FILM PROJECT--THE PRODUCTION OF FIVE STIMULUS FILMS TO BE USED IN TEACHER EDUCATION. FINAL REPORT.

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REPORT NUMBER NDEA-VIIB-483A-FR PUB DATE 17 JAN 67
REPORT NUMBER BR-5-0996-FR
CONTRACT OEC-5-16-007
EDRS PRICE MF-$0.50 HC-$2.88 70P.

DESCRIPTORS- *TEACHING GUIDES, *EVALUATION, *TEACHER EDUCATION, *INSTRUCTIONAL FILMS, *PROBLEM SOLVING, QUESTIONNAIRES, FILM PRODUCTION

THIS PROJECT IS THE THIRD IN A SERIES DESIGNED TO PRODUCE PROBLEM-CENTERED FILMS FOR TEACHER EDUCATION. PURPOSES OF THIS STUDY WERE TO PRODUCE THE FIRST FIVE STIMULUS FILMS, AND TO CONTINUE DEVELOPMENT OF AN INSTRUCTIONAL GUIDE, AND OF EVALUATION PLANS FOR THE FILMS. (A STIMULUS FILM POSES A REALISTIC TEACHING PROBLEM, BUT OFFERS NO SOLUTION.) APPENDICES TO THIS REPORT INCLUDE INSTRUCTIONAL GUIDES FOR 16 FILMS, AND DISCUSSION OF 2 EVALUATION INSTRUMENTS--A TEACHER ROLE PERCEPTION RANKING SCALE, AND CONTENT OF TEACHERS' WRITTEN REACTIONS TO FILMS. A THIRD INSTRUMENT, A QUESTIONNAIRE FOR TEACHERS, IS ALSO DISCUSSED. ALSO REPORTED IS AN EVALUATION CONFERENCE FOR PROJECT PARTICIPANTS. (LH)

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PA. 64

FINAL REPORT
Contract No. OE 5-16-007

EM004005

Inter-University Film Project: The Production of Five Stimulus Films to be Used in Teacher Education

January 17, 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Inter-University Film Project: The Production of Five Stimulus Films to be Used in Teacher Education

Amendment to
Contract No. OE 5-16-007

David Gliessman and Don G. Williams

January 17, 1967

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PREFACE

The Inter-University Film Project was originated and supported by contract funds from the Office of Education. Originally, the Inter-University Film Group included representatives from the following eight institutions: Clarion State College, Indiana University, University of Missouri, North Texas State University, Ohio State University, Syracuse University, University of Florida, and the University of Missouri at Kansas City. With the admission of new interested members and with a change in position of several original members, the Film Group has grown to include the following additional institutions: University of Colorado, New York State College at Oswego, and the University of Maryland. The Film Project has always had the cooperation and support of the Teacher Education and Media Project, American Association of Colleges for Teacher Education.

By permission of our project officer at the Office of Education, this report does not follow precisely the recommended report organization outlined by the Bureau of Research. The recommended outline is peculiarly suited to research reports. The project reported herein was preparatory to a later large scale research effort. Thus, it is not a research project in itself and could not be reported as such. However, the authors have attempted to adhere to the recommended outline as closely and sensibly as possible.

INTRODUCTION

The primary purpose of this Amendment to Contract #OE-5-16-007, The Inter-University Film Project, was to produce the first five of twenty stimulus films to be used in teacher education courses. Additional purposes were to prepare the first draft of an instructional guide to accompany at least these five films and to continue the development of utilization and evaluation plans. The ensuing sections of this Final Report will describe the procedures and results in fulfilling these purposes. However, to fully understand the content of this report, the planning and preparatory work that led to the development of these unique films should be reviewed. This review will necessarily be brief. A complete description of the original purposes and procedures followed in the Inter-University Film Project will be found in the Final Reports of the first two completed contracts. (1) (2) A more concise summary of the total project can also be found in an article recently published by the project directors. (3)

A. Background of the Present Project.

The "stimulus film" was created by the Inter-University Film Group to help fulfill the need in teacher education for efficient ways of posing realistic teaching problems. In professional education, our emphasis is quite properly on the applicability and utility of concepts and principles; yet many of us have been aware of a lack of realistic materials on which the concepts and principles that we teach might be "tested." The "stimulus film"--a film that briefly poses a realistic problem in teaching without providing solutions to the problem--seemed a provocatively interesting way of providing such realistic material.

In addition to efficiency and convenience of use, such a problem-centered, open-ended film series seemed to possess a major advantage over the use of classroom observation: the attention of a class of students could be focussed on a single significant teaching problem for analysis and decision-making. The occurrence of a significant teaching problem is not something that can be assured during classroom observation. Neither can it be assured in the use of closed circuit television nor video reproduction. Thus, it seemed to the Film Group that the "stimulus film" offered an effective means of presenting significant teaching problems that would be relatable to important concepts and principles from educational psychology as well as from other areas of professional education. An important premise was that the students using such a film would react to it as a realistic problem for solution and not as a film.

B. An Empirical Approach to Film Development.

In its first meeting, the Inter-University Film Group agreed upon a unique approach to the development of this film series. A plan of action was formulated that would utilize empirical information in the development of the films from the selection of the problems to be filmed to the completion of the scripts for filming. The aim of this empirical approach was to assure the production of a film series that was maximally interesting, realistic, and meaningful in education courses. To achieve this aim, an extensive survey was made of undergraduate students, practicing teachers, and education professors at all of the eight participating institutions. From the sixty brief problem descriptions used in the survey, those problems were selected that best met all three of the above criteria. The problems selected were then expanded into treatments and finally into film scripts. Again, this development of treatments and scripts was based on empirical information. The treatments and scripts were actually used in classroom discussion at the participating universities, largely with undergraduate students who had not yet entered practice teaching. The results of this "field testing" served as a basis for the numerous revisions of the treatments and scripts. In this process, special attention was paid to increasing the realism of the situations portrayed and to "building-in" instructionally useful events and cues.

It is difficult to overestimate the importance of such an empirical approach to film development. Perhaps the best way to visualize its significance is to think in terms of the potential user of the film series. First, he will be assured that the problems filmed were judged to be interesting, realistic, and instructionally meaningful by a large number of respondents at different universities across the country. Second, he will know that in actual classrooms not unlike his own the film problems were found to stimulate interested and productive discussion. He can reasonably expect that when used appropriately, these films will lead to the same results in his own classroom. It is not often that an instructor has the assurance of using such carefully pretested instructional materials.

C. Planning and Evaluating Patterns of Instruction.

It has seemed clear to us in the Film Group that our "stimulus films" might have value as a basic component of a number of different approaches to instruction. The films themselves pose the problem and call for a decision to be made. Supplementary materials, if they were developed, could direct the student's attention to the concepts and principles necessary for making reasoned and defensible decisions. Thus, the films could become a vehicle for a variety of "problem-oriented" approaches to teaching undergraduate education courses. With this in mind, the Film Group set out to develop a discussion and study guide for students who would use the films. This guide would contain questions, relevant activities, and references that were related to the problem portrayed and

decision called for in each film. In short, such a student guide would contain the necessary cues to a fruitful analysis of each film problem. While the treatments and scripts were being written and revised, a possible format for this student guide was developed and a number of individual guides were prepared.

The Film Group had planned also to conduct a general evaluation of the effectiveness of the film series when it was used in a variety of instructional patterns. A tentative plan for collecting and processing data from all of the participating universities was drawn up by Professor Laurence D. Brown at Indiana University. We hoped to eventually make a cross-institutional evaluation of the effectiveness of the films as an instructional medium and to report the results of this research in a monograph. However, with the termination of the project by the Office of Education, the development of a general evaluation plan became quite academic. Considerable interest does still exist in measuring the effectiveness of the films at several of the individual institutions. Therefore, some evidence of our current thinking, particularly in terms of specific evaluation instruments will be included in a later section of this report.

D. Expected Outcomes of the Total Project.

With the termination of financial support for the project, our plans are necessarily reduced in the area of evaluation. We hope to produce the remaining 15 films because our experience with the first five films has convinced us that our plans and ideas have been sound. We believe that the film series will prove to be a widely used medium of instruction in a variety of educational settings: undergraduate education courses (especially in educational psychology), seminars for practice teachers, in-service workshops for practicing teachers, etc. We also plan to develop a complete student guide and instructor's manual to accompany the film series. We also retain a high degree of interest in evaluating the effectiveness of the films, especially when they are used within a problem-centered system of instruction. However, any evaluation that we do is likely to be carried out within single institutions rather than on a cross-institutional basis.

METHODS AND RESULTS

To review, the purposes of this Amendment to HEW Contract OE-5-16-007 were to produce the first five stimulus films, to continue the development of a first draft of an instructional guide, and to continue the formulation of evaluation plans for the film series. The work and results on each of these phases of the project will be discussed separately.

A. Production of Films.

The first five films to be produced were selected at a conference of approximately half of the members of the Film Group that was held in Kansas City in January, 1966. The results of this conference were described on pages 15 and 16 of the Final Report on Contract #OE-5-16-007. The five films selected to be produced first were, in order of preference:

What Do I Know About Benny?
Report Card
Less Far Than The Arrow
Tense: Imperfect
Julia

The Calvin Production Company of Kansas City was selected as the producer of these films. There were several reasons for choosing this company. First, the Calvin Company had done a considerable amount of production of educational films, including the pilot film for this series, "Backfire", and the film "Who is Pete?" for the NEA commercial television program. Second, the project directors at the University of Missouri at Kansas City had always enjoyed smooth working relationships with this company. Third, since this company had made the pilot film for this series, its personnel understood the rationale and purpose of the films that were to be produced. In effect, there were two teams that worked on the film production itself. One was the actual film production team from the Calvin Company (including producer, director, and motion picture crew members). The second was the "project team" from the University of Missouri at Kansas City (including the project directors, consultants, and technical assistants). It is important to stress the reason for such a "double-team" approach. A production company crew does not necessarily, nor even usually, understand a great deal about styles of teaching, student behavior in the classroom, the appearance of typical schoolrooms, etc. However, these are qualities that are vital in giving authenticity to educational films. A teacher who is inappropriately dressed, students who do not behave like "typical students," or bulletin board materials that do not look like <u>real</u> bulletin board materials can detract markedly from the feeling of "reality" that films like these should convey. Thus, it was vital that this "check on reality" be provided. This task could best be performed by members of the film project located at the University of Missouri in Kansas City. One of the project directors (or his representative) was

always present on the set during shooting to attend to this authenticity of detail. Occasionally, it was necessary to call in a subject matter specialist to instruct the actors and actresses in technical matters and to observe the performance of the teacher. For example, in the film "Tense: Imperfect" the subject matter being taught in the classroom portrayed was Spanish. The actress playing the role of the teacher could speak Spanish but did not know or had forgotten the important niceties of pronunciation. To help her with this, a professor of Spanish from the University was called in to observe her during filming and to offer suggestions to her about pronunciation. This might seem like a small detail but it is such small details that eventually can detract from the reality of an otherwise well-done film. The technical assistants, both of whom had had teaching experience, spent a great amount of time prior to and during production preparing classroom materials, gathering books and workbooks, and "setting up" classrooms and offices.

Prior to production, one of the project directors and the production director from the Calvin Company selected the cast for the five films. Hundreds of children and dozens of adults were interviewed to select those who could portray a realistic classroom. For the roles of the teachers in the films, both professional actresses and teachers who had had some acting experience were used. With one exception, none of the students used in the films were professionals. Three schools were chosen in the Kansas City area that would provide a variety in educational settings. The Bishop Miege High School and Katherine Carpenter Elementary School, both located in upper middle-class areas of the city, were chosen as the setting for four of the films. The Westport High School, located in a transitional neighborhood in the city, was chosen as the site for filming one film that involved a lower socio-economic area.

Because of the insistance on using actual school settings and because of the "double-team" style of operation, these films cost somewhat more money to produce than an average film might. However, every day in actual classroom use this expenditure is "paying off." The students see these films as realistic episodes and do not really perceive them as "staged." The films tend to be seen as real problems that "really happen." Some of this is due to the empirical criteria that were used in problem selection and some of it is due to the feedback from the "field testing" that was done using the treatments and scripts prior to production. However, we feel that much of this feeling of reality about each film episode is due to the attention that was given to the reality of details in making the films. It is also obvious, of course, that the skill of the Calvin Production crew (in interpreting the scripts, in getting a good response from the actors and actresses, and in a willingness to work for a "best take") also contributed significantly to this "feeling of reality." Thus, we feel that considerably more care was taken in the selection of cast and in the supervision of actual shooting than is customary in many other educational films. The actual shooting ratio was 9-1.

After production had been completed the same two teams saw the films in "rough cut" (when the initial shots were strung together in sequence) and had the opportunity to make suggestions about which shots should be included in the final film. These same two groups also saw each film in the interlock (when projection is done with the edited picture on one projector and a completed magnetic sound track on a second projector). At this time, opportunity was also provided to make suggestions about the final editing of the films.

Copies of the five resulting films will be filed with the Office of Education after this report is sent in. Copies of the five films have already been distributed on a permanent loan basis from the Office of Education to the participating institutions in the Inter-University Film Group.

B. Development of the Student Guide.

During the time that production of the films was being planned, work continued on the development of the first drafts of a student guide to accompany the film series. This work was initiated during the conduct of the previous contract, #OE-5-16-007. Members of the Film Group submitted possible questions, exercises, and references for each film to one of the project directors at Indiana University. This material was edited and shaped into the format for such a guide that had been tentatively agreed upon during the previous contract. To date, individual guides have been developed for sixteen of the films in this series. The guides for the first five films produced are included in Appendix A of this report.

It is this kind of material that will make it possible to incorporate the films into a variety of instructional methods. Perhaps the clearest value of this material is that it indicates the important concepts, principles, and issues that the film group members felt were reflected in each film. The materials thus far developed relate the film problems to the content of educational psychology; however, there is no reason why similar materials could not be developed which would relate the films to other subject matter areas in education (for example, educational methods, curriculum, counseling and guidance, etc.).

C. Planning for Evaluation.

Since the "stimulus film" essentially poses a teaching problem for analysis and solution, any evaluation of its effect in instruction will quite naturally focus on problem-solving or decision-making. Research on the effectiveness of the films as a medium for instruction would be quite likely to hypothesize changes in problem-solving or decision-making behavior. However, means of assessing attitudes toward, or capacity for problem-solving in teaching are quite scarce. Very few really sophisticated instruments exist for evaluating changes in problem-solving behavior. This is a particularly disconcerting fact when it is remembered that effective problem-solving or decision-making behavior has been a primary goal of many teacher education programs for a number of years.

It seemed to us that a task of first importance in the project was to locate and perhaps to develop the necessary evaluation instruments. Any general evaluation plan for the films, no matter how well conceived and well designed, could flounder on the lack of reliable instruments to evaluate problem-solving behavior. With this in mind, the co-director at Indiana University coordinated an effort to locate and/or develop the necessary evaluation instruments. A search of the research literature revealed one recently developed and highly promising instrument, the Teacher Practices Questionnaire, Form 4C.[1] This instrument is very similar in format to the stimulus films themselves. It consists of a series of "thumbnail sketches" of problems that might be encountered by an elementary or high school teacher. Each problem is followed by four alternative solutions; the task of the respondent is to rate the degree of appropriateness of each alternative on a five point scale. The authors of this questionnaire developed it in the process of investigating different conceptions of the teacher's role (in terms of objectives and methods). It would require many pages to describe their theoretical framework; for the purposes of this report, it should suffice to indicate that an important dichotomy in the way the authors view the teacher's role is the "didactic" versus the "discovery" conception of that role. An emphasis on the "discovery role" approximates our conception of teaching as problem-solving or decision-making behavior. Each alternative solution to each problem situation posed in the Questionnaire may be classified under a different conception of the teacher's role. Thus, the different total scores under each teacher role category can serve to describe the way in which a student responding to the questionnaire views the significant role or roles of the teacher. At a very general level, the respondent can be described as viewing teaching (in terms of methods) as primarily a didactic process or a discovery process.

Some normative data is available on the Teacher Practices Questionnaire. Generally, the split-half reliability estimates for the various sub-sections of the questionnaire range from .61 to .38, with a median of .315. The questionnaire is copyrighted; sample copies may be obtained from Professor Garth Sorenson, 305 Moore Hall, University of California at Los Angeles, Los Angeles 24, California.

Teacher Role Perception Scale. A second instrument for evaluating the perception of the role of the teacher was developed by Mr. Gordon E. Greenwood, a doctoral student and research associate at Indiana University.[2] First, four ways of viewing the teacher's role were identified: the teacher as a problem-solver, the teacher as a motivator, the teacher

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[1]Developed by Garth Sorenson and Cecily Groves, School of Education, University of California, Los Angeles.

[2]In the development of this scale, Mr. Greenwood had the assistance of two research consultants to the project, Professors Laurence D. Brown and Clinton I. Chase, both of Indiana University.

as a communicator (especially of subject matter), and the teacher as a promoter of social growth. Fifteen teaching tasks that seemed to fit under each of these role conceptions were then defined. The total of sixty tasks were submitted to a class of twenty-five graduate students in education. This group was asked to rate each task on two dimensions: the specific teacher role under which the task seemed to fit, and the relative importance of that task in teaching. The three task statements that best defined each role were then identified. The tasks were selected on which there was at least a .80 percentage of agreement among all twenty-five respondents in categorizing the task under a given role. The tasks identified also were those that were rated at least at a four point level (fairly important) on a five point scale of importance. These tasks were then incorporated into a thirty-item forced-choice scale evaluating perception of the teacher's role. This scale, the Teacher Role Perception Scale, is composed of those tasks that best defined the four viewpoints of the teacher role identified above. A copy of this scale is included on pages B-1 through B-4 in Appendix B of this report.

Teacher Decision-Making Instrument. Thus far, we have discussed exclusively instruments that assess the perception of the teacher's role. We also wished to develop an instrument that would give some indication of the effectiveness with which students analyzed problems in teaching. An attempt to devise such an instrument is currently being made by Mr. Gordon Greenwood with the assistance of Professor Laurence D. Brown. Because this instrument is in the process of being developed, what we have to report on it here is quite tentative and preliminary. However, we include a brief summary of it in order to convey the direction that some of our current thinking on evaluation is taking.

It was decided to utilize an open-ended type of instrument. As a "test stimulus" the pilot film for this series, "Backfire," was used. Briefly, this film portrays the problems encountered by a junior high school teacher as she inadvertently alienates the majority of her class members by favoring a few children in the class. After seeing the "test film" the students are asked to diagnose the main problem faced by the film teacher, to substantiate this diagnosis and to frame a solution to the problem. The "film reaction" sheet designed to obtain this response is included on pages B-5 through B-8 in Appendix B of this report. Tentative criteria were developed for scoring each open-ended response. The complete set of scoring criteria and instructions that have been developed, Scoring of the Teacher Decision-Making Instrument, is included on pages B-9 through B-16 in Appendix B of this report. Briefly, the criteria that are used in scoring each response are as follows:

> Is the problem analysis essentially descriptive or diagnostic?
>
> Are concepts and principles from educational psychology used in diagnosing the problem?

Is the description of important events in the film accurate and complete?

Is the diagnosis of the problem consistent with the description of events in the film?

Is the immediate solution offered to the problem consistent with the long-range solution? Is the solution to the problem consistent with the diagnosis of the problem?

Is the solution to the problem feasible and practical?

Is the solution put in operational terms?

Does the solution focus on working with individuals or with the primarily personal-social skills or task skills?

Does the solution involve direct action (that is, dominative or controlling action), indirect action (that is, integrative or non-controlling action), or escape from the problem (that is, a failure to make a decision)?

Is the solution primarily supportive and rewarding, is it punitive, or is it neutral (that is, objective or impersonal)?

A look at the scoring criteria that are included in Appendix B will indicate that the scoring of this instrument is, at present, a highly complex task. We do not yet know if it can be made efficient and objective enough to be really feasible. We are presently in the process of determining scorer reliability in using the scoring criteria. We do feel that the attempt to develop such an instrument, if successful, will be well worth the time spent. We know of no such instrument that exists at the present time.

Currently, a pilot research program is underway at Indiana University to evaluate the effectiveness of the films and film scripts using all of the above evaluation instruments. The films and film scripts are being used in undergraduate educational psychology as a means of posing problems for solution by students in small groups. The use of the student guides that have been developed has enabled us to make this in large part a self-instructional method. Thus far, this system of instruction shows a great deal of promise in motivating learning and in changing conceptions of the teacher's role. We felt it important, also, to assess student attitudes towards this system of instruction. For this purpose, two Thurstone-type attitude scales

were developed with the assistance of Professor Clinton I. Chase. One of these scales measures student attitude toward the problem-centered, group-directed method of instruction while the other scale measures student attitude toward the reference and reading material used in conjunction with this method of instruction. Both of these scales are included on pages B-17 through B-21 in Appendix B of this report.

CONFERENCE REPORT

As part of this Amendment, a conference of all members of the Film Group was scheduled to be held in Washington, D. C. early in September, 1966. The purpose of this conference was to outline the first steps toward a general plan of evaluation for the total film series. Specifically, the purpose was to begin the planning of individual research efforts using the first five completed films and perhaps the scripts for the remaining fifteen films. With the termination of funding of the project, however, the question of such general evaluation planning became much less important than questions concerning the future of the project itself. Matters of future funding for the project, distribution of the existing five films, and the scope of any future research were of paramount importance.

The first topic discussed at the conference was that of utilization and evaluation plans. The student guide materials and the problem-solving tests that are included in the Appendices to this report were analyzed and discussed at length. The importance of beginning individual research projects (such as the pilot study at Indiana University) was stressed for two reasons. First, it was felt that the Office of Education had indicated a definite receiptiveness to proposals for research on the utilization of the first five films. Thus, the members of the Film Group were urged to consider submitting such proposals for individual projects to the Bureau of Research at the Office of Education. Second, it was felt that the existence of several active research projects would be an asset in the pursuit of funds from foundations or agencies to complete the film series.

The second problem considered at the conference was the question of the distribution of the first five films. The members of the group seemed to feel quite uniformly that some control should be exercised on the distribution of these first five films. Several of the group members are interested in utilizing the films in pilot programs and perhaps to develop research proposals. A general distribution of the film series could well interfere with some of these important individual efforts. For example, if a group member at a given institution were planning to use the films in a practice teaching seminar, the use of the same films in prior education courses at his institution would present a real interference to his plans. On the other hand, the group members did feel that the films should be available to certain selected institutions beyond the Inter-University Film Group if the interested staff members at these institutions understood and adhered to the unique format of the films. When used by institutions outside of the present group, the members seemed to want to be sure that the films were used in creative and innovative ways. Thus, the group members favored quite clearly some kind of carefully controlled distribution of the first films produced.

When the question of distribution arose, it became quite clear that some kind of basic instructor's manual would be necessary to accompany any films that were sold or loaned to other institutions. This manual should describe the purpose and rationale of the films, indicate the nature and content of the individual films, suggest possible uses for different purposes and in different areas, and suggest means of evaluating the effect of the films. In short, such a manual would acquaint the potential user with the unique purposes of the films and, hopefully, lessen the frequency of inappropriate uses of the films. A sub-committee was appointed to develop this brief instructor's manual; work is now under way on this publication.

The question of future funding for the project was discussed next. Here, there was a good deal of initial trial and error thinking. The relative advantages of seeking commercial support and seeking foundation support were considered, and specific commercial companies and foundations were identified. It should be noted that no member of the Film Group suggested terminating the production of films. The group members maintained a high degree of interest in the project and a determination to see that a way could be found to produce the remaining films.

The remaining problem for consideration at the conference was obtaining reactions to the first five finished films. The films were shown to the group twice--this was the first time that most of the members had seen them--and reactions to them were obtained. Comments on production technique, feeling of reality, adherence to the original problem, etc., were all discussed at length. Generally, the response to the films by the group members was very positive; comments and suggestions were aimed largely at possible modifications in technique and portrayal in the future films.

SUMMARY

The Inter-University Film Group was formed to plan and produce a series of open-ended, problem-centered films for use in teacher education. The project described in this report was the third in a series of projects funded by the Office of Education to support the work of the Inter-University Film Group. Based principally at the University of Missouri at Kansas City, the Film Group originally included eight universities and now includes eleven universities. It has always had the support of the Teacher Education and Media Project, American Association of Colleges for Teacher Education.

In the first of the previous two projects, the teaching problems to be portrayed in films were selected by means of a survey of student and teacher opinions at all of the participating universities. In the second project, the film treatments and scripts based on the selected problems were written and revised. A unique feature of this phase was the pre-testing of the film treatments and scripts as stimuli for discussion in actual classrooms. Thus, in both of the previous projects, an "empirical approach" to film development was used.

The purposes of the present project were to produce the first five films, to continue the development of a student discussion and study guide to accompany the film series, and to continue the formulation of plans for evaluating the total film series. The first five films were produced in finished form by the production company with the assistance of an advisory team representing the Inter-University Film Group. Student discussion and study guides were developed for sixteen of the films in the series, including the first five films actually produced. Several instruments were developed and/or located to evaluate the effectiveness of the films as media for instruction. Generally these instruments are designed to assess changes in attitude toward, or ability in decision-making in teaching.

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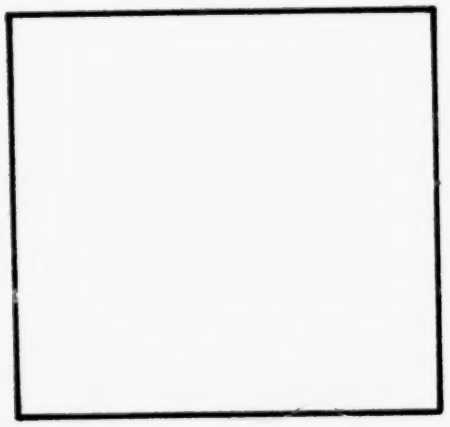
Appendix A

Discussion Guide for "What Do I Know About Benny?"



"Everybody says grades are so important------ We want Benny to go to college."

"Now, Mrs. Pearson, what I meant way his basic ability--the ability he has to begin with."

"When he works hard like he does and still makes bad grades, his teachers must not be teaching him very good."

Mr. Latimer seems to be faced with several problems, one a short-range problem and at least two, long-range: How is he going to answer Mrs. Pearson's question? How is he going to communicate with her in the future? What can he do to help Benny make the most of what ability he has? Thus, there are several questions for you to decide upon:

IF YOU WERE IN MR. LATIMER'S SPOT, HOW WOULD YOU ANSWER MRS. PEARSON? HOW COULD YOU IMPROVE YOUR COMMUNICATION WITH HER IN THE FUTURE? WHAT WOULD YOU DO WITH BENNY IN YOUR CLASS?

On the next page is a copy of Benny's cumulative record, as Mr. Latimer saw it. Be sure to look it over carefully as you consider a few of the questions that are given below. Doing this could help you make wiser decisions about the kind of help that Benny needs and the advice or counsel that his mother needs.

REMEMBER THAT THERE ARE NO SINGLE, "CORRECT SOLUTIONS" TO THE SEVERAL PROBLEMS POSED IN THIS SITUATION. THERE ARE MANY POSSIBLE DECISIONS, SOME OF WHICH MIGHT BE MORE HELPFUL THAN OTHERS TO BENNY AND MRS. PEARSON.

Name Pearson, Benjamin
Address 227½ Sherman
Father Pearson, Oscar
Mother Pearson, Verna
Siblings Pamela Age 12
Everett 6
Darlene 5

CUMULATIVE RECORD
Central Elem. School

Father's Occup. Maintenance
Mother's Occup. Grocery checker

Former School Central Elem.
Date entered Central
Home telephone none
General Health: O.K.
Handicaps: None
Date of Birth: March 3, 1955
Age: 11 years

TEST RECORD

Intelligence tests:		CA	MA	IQ	Date	Grade
Group--						
Henmon-Nelson Test of Mental Ability, Form B		9-0	---	78	3-5-64	3rd
California Test of Mental Maturity: Language		9-6	7-5	77	9-21-64	4th
: Non Language		9-6	9-3	96		
Individual--						
Stanford-Binet, Form L-M		6-6	6-1	93	9-25-61	1st
Wechsler Intelligence Scale for Children	Verbal	10-0	---	81	10-3-65	5th
	Performance		---	99		
	Full Scale		---	88		

A-2

ACADEMIC RECORD

Record the year's average as A, B, C, D, or F:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading	D	D	D	D-		
English			D	D		
Spelling	C	C-	C+	C		
Arithmetic	C	C+	B-	C-		
Social Studies		C	C	D-		
Science and Health		B	B+	C+		

Write Below, Average, or Above to indicate level of accomplishment:

Work Habits	Average	Below	Below	Below
Soc. & Per. Development	Average	Average	Average	Below

Please attach comments on special achievements, behavior problems, etc.

Questions

1. What do we mean by "basic ability" or "basic intelligence?" Do intelligence tests measure it?

2. Can you predict someone's future academic performance on the basis of his intelligence? Can you predict it on the basis of his <u>past</u> academic performance?

3. How might you explain the change in Benny's IQ from first grade to fourth grade? Or do you agree that it <u>is</u> a change?

4. Judging from your own thirteen or more years of experience in school, what do you feel is the most common reason for poor performance in school? If you decide that low intelligence is the most common reason, what is the <u>next</u> most common?

5. Attitudes frequently determine the way we view things, which in turn influences our behavior. What attitudes might we infer from these remarks of Mrs. Pearson's?

   "I was real disappointed that Benny's grades weren't any better."

   "Everybody says grades are so important."

   "My husband is just a working man."

   "His sister, Pam, now - she brings home A's and B's."

   In general, what behavior toward a child might you expect to result from these attitudes?

6. How are Mrs. Pearson's attitudes apparently affecting

   a. Benny's need for achievement?
   b. His need for affiliation with other children?
   c. His self-concept?
   d. His relationship to authority figures?

7. Do you feel that it is desirable for teachers to attempt to change family attitudes? If you feel that it is, how would you go about changing Mrs. Pearson's attitudes?

8. In helping Benny to improve in your classroom, can you imagine making practical use of any of the following motivational concepts?

   a. Need for recognition.
   b. Need for achievement.
   c. Intrinsic motivation.
   d. Individual interests.
   e. Reward.

References

The following pages and chapters pertaining to each question will give you some added information and perspective. You should, of course, feel free to consult any other references that you know about.

Question 1:

a. Mouly, George. Psychology for Effective Teaching. Holt, 1960. Chapter 7.

b. English, H. B. Dynamics of Child Development. Holt, Rinehart, Winston, 1961. Pages 282-292.

c. Clayton, Thomas. Teaching and Learning: A Psychological Perspective. Prentice-Hall, 1965. Pages 163-165.

d. Fullagar, Lewis, and Cumbee. Readings for Educational Psychology. Second Edition. Crowell, 1964. Selection 21, Pages 187-200.

Question 2:

a. Fullagar et al. Ibid.
Selection 21, but especially pages 196-200.
Selection 20, especially pages 179-181.

b. Mouly. Ibid. But especially pages 196-200.

Question 3:

a. English. Ibid.
Pages 292-295.

b. Mouly. Ibid.
Pages 211-214.

Question 5:

a. Mouly. Ibid.
Pages 343-350.

b. Lambert and Lambert. Social Psychology. Prentice-Hall, 1964. Chapter 4.

Question 6:

a. Mouly. Ibid.
Lambert and Lambert. Ibid.

b. Mouly. Ibid.
Pages 22-24, 30-37, 43-52.

c. Blair, Jones and Simpson. Educational Psychology. Second Edition. Macmillan, 1962. Pages 167-174, 189-191, 200-206.

Question 7:

a. Lambert and Lambert. Ibid.
But especially pages 64-69.

b. Mouly. Ibid.
But especially pages 350-351.

c. Blair et al. Ibid.
Pages 227-229.

Question 8:

a. Mouly. Ibid.
Pages 30-36 and Chapter 10.

b. Clayton. Ibid.
Pages 81-86.

c. Blair et al. Ibid.
Pages 194-210 and 218-225.

Exercises

1. To gain some first-hand understand of just what an intelligence test is, try to obtain a copy of the group and individual intelligence tests that were administered to Benny. In some colleges and universities, sample tests are kept on file for reference in certain offices or locations: the library, the office of educational testing or research, the psychology or educational psychology department, the guidance office, etc. You might consult your instructor for help.

   Familiarize yourself with the kinds of questions and problems that are included in the test. Be sure to obtain an instruction booklet, as well as a copy of the test booklet that the student uses. For the Stanford-Binet test, there is an instruction book, a test booklet, and a test kit.

   It is highly important to remember that the purpose of looking through this material is to become familiar with the nature of intelligence tests--it is <u>not</u> to learn to administer these tests! This is particularly true of the Stanford-Binet; learning to administer this test requires intensive professional training, generally at the graduate level.

   Remember, also, that much of the value of these test lies in the fact that their exact content is <u>not</u> known in advance to the children (and to the parents of the children) who take them. It is extremely important that this content remain confidential. So, treat this test material professionally; do not describe it to anyone who is not involved in teaching professionally.

   If you cannot obtain copies of any of the tests, you might look into several references that contain fairly detailed descriptions of these and other intelligence tests. These references are given at the end of this section.

   Judging from your review of these test materials, how would you answer the following questions?

   a. What kinds of things does a child have to know, or know how to do to perform adequately on these tests?

   b. What are some things that might cause a child's performance to be different on a group and on an individual intelligence test?

   c. What are some things that might cause a child to do less well on a group intelligence test involving words and one in which words are used sparingly?

2. Following the general directions given in the Introduction to this manual, recreate the conference between Mr. Latimer and Mrs. Pearson by means of "role playing." Or "role play" a second, follow-up conference between them.

Before attempting this, however, be sure that you have considered some of the questions posed in the previous section, and have arrived at some kind of decision about how best to help Benny and to communicate with Mrs. Pearson.

3. After you have arrived at some fairly satisfactory decisions about this problem, and have enacted the above role playing episode on the basis of one or more of these decisions, you might like to arrange a few role playing episodes of your own that concern other types of parent-child problems. This will give you some experience in adjusting to novel problems and situations.

You undoubtedly can think of a number of different parent-child problems from your own experience. But as a suggestion, you might like to role play a teacher's conference with:

a. An aggressive mother who is a college graduate and knows quite a bit about intelligence and achievement tests.

b. Parents who are completely unconcerned and uninterested in their child's poor performance in school.

References

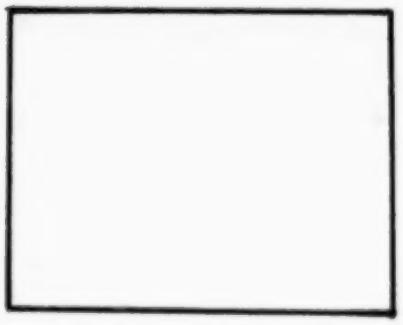
1. A rather detailed description of one or more of the intelligence tests administered to Benny can be found in the following references:

   Blair, Jones and Simpson. Educational Psychology. Second Edition. Macmillan, 1962.

   Cronbach, L. J. Essentials of Psychological Testing. Second Edition. Harper, 1960.

2. Instructions for "role playing" are given in the Introduction to this manual.

Discussion Guide for "Report Card"



"-- an 'A' should stand for really excellent work--"

"And, after all, as teachers, we ought to be objective."

"We need to explore the basis on which you gave your grades--"

Mrs. Harrison has quite adequately explained and defended the school's grading standards to Helen. Up to this point, however, Helen has not really explained her own rationale for grading. Now, she has been called upon to justify it. It is also possible that she will want to consider modifying her basis for grading, in view of what Mrs. Harrison has said. In any event, Helen must respond to Mrs. Harrison in some way.

DO YOU FEEL THAT HELEN'S WAY OF GRADING IS DEFENSIBLE? TO WHAT EXTENT WOULD YOU CONSIDER MODIFYING IT? IF YOU WERE IN HER POSITION, HOW WOULD YOU DEFEND YOUR WAY OF GRADING TO MRS. HARRISON?

However, before you try to frame a defense of Helen's position or to develop your own modification of her position, you should consider the few questions and exercises that follow. This should help you to clarify your own position or viewpoint on grading.

IT IS IMPORTANT TO UNDERSTAND THAT THERE IS NO SINGLE "CORRECT" WAY OF GRADING STUDENTS ON WHICH ALL TEACHERS SHOULD, OR CAN AGREE.

Questions

1. Judging from the grading policies of Mrs. Harrison and Miss Davis, how would you suppose their educational philosophies differ? In other words, how do they differ in what they apparently feel should be the primary goals of teachers and of education, in general?

2. In light of the above question, how might a teacher determine what kinds of student performances or behavior should be considered in marking or grading?

3. Again judging from their grading practices, how do Mrs. Harrison and Miss Davis differ in their viewpoints about the best conditions for learning? In particular, how do they differ in their viewpoints about the most effective way of motivating learning?

Exercises

1. Try to collect a sample of grade report cards from your local school system and several neighboring systems. What specific kinds of performance or behavior are evaluated on these cards. How do these kinds of performance or behavior compare with what you see as the important goals of education at that grade level? What should you do, as a teacher, if you found that the kinds of performance listed on your school's grade report card did not "square" with what you felt was important in education?

2. Interview several practicing teachers. How much emphasis do they place on objective test data in grading? How much emphasis do they place on subjective data (such as participation in class discussion, degree of interest shown, and apparent improvement)? Do they sometimes mark one student mostly on effort (or attitude, or improvement) in a given subject while marking another student mostly on test results? Do you regard this as a legitimate procedure? Why?

References

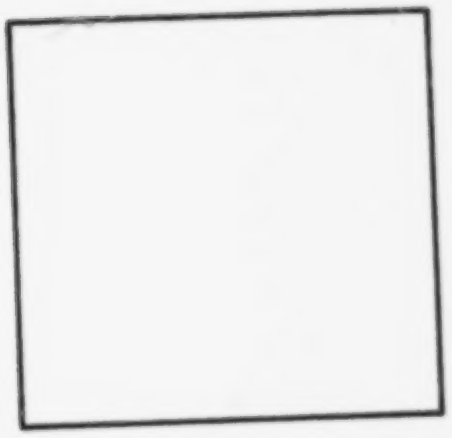
You should find the following references helpful in considering this problem:

1. Ebel, Robert L., Measuring Educational Achievement, Prentice-Hall, 1965. Chapter 13.

2. Green, John A., Teacher-Made Tests, Harper and Row, 1963. Chapter 8.

3. Stanley, Julian C., Measurement in Today's Schools, 4th Edition, Prentice-Hall, 1964. Chapter 11.

"Less Far Than The Arrow"



"I understand it . . . some of 'em I don't understand."

"it isn't always necessary to understand with our minds exactly what a poem means."

"What good will reading poetry do me?"

"Don't you think appreciation of poetry could be part of being an educated person . . .?"

There is more often than not a vast difference between what is thought to have been taught and what is actually learned. This is particularly true when we are operating in the affective domain. We have just vividly seen the tremendous importance of maintaining open and free channels of communications and the cold, hard realities which often face us when we have done so.

AT THE END OF THE FILM, THE STUDENTS LAUGH AND LOOK EXPECTANTLY AT MISS CARTER. WHAT DOES MISS CARTER DO NOW? HOW COULD SHE HAVE AVOIDED HER DILEMMA? HOW CAN SHE NOW RESOLVE IT?

The following questions, exercises, and suggested readings are designed to help you analyze Miss Carter's dilemma in a manner which should lead to your developing a course of action which might avoid or resolve such a problem.

Questions

1. How do you personally feel about poetry? Has poetry been of any use to you?

2. If you are, like Miss Carter, "sold" on poetry, analyze why you are. Trace the development of your "appreciation" of poetry. Does it give you any clues about how to handle the situation which has developed in the film?

3. If you truly feel as Gary does about poetry, analyze thoughtfully why. Is there any way you could turn this common "shortcoming" into a strength in dealing with Gary and those students who agree with him? Would it be better to pretend that you appreciate poetry and approach the problem from that angle or to admit your agreement and somehow build from there? Is it possible to foster an appreciation of something which you yourself do not possess?

4. How prevalent does it appear that Gary's attitude is among the remainder of the class? To what extent might Gary be expressing a "group norm" or "group attitude" about poetry? Do adolescents "typically" dislike poetry?

5. Suppose that Gary's attitude is reinforced by the group--that it does reflect a "group norm." How can group norms or attitudes be changed?

6. Can you conceive of any valid reasons why poetry says nothing to Gary? Is it a matter of all poetry "saying nothing" or a matter of more formal poetry "saying nothing?"

7. Read again Jim's quotation from "Primer Lesson" and the passage which Miss Carter recites. Jim's reaction is that he likes his better, though hers sounds more impressive. How could Miss Carter have better used this interaction to pursue her objective of fostering the appreciation of poetry? Do you see here any clue which would help explain why the film ends as it does?

8. Can you identify anything about the words or ideas expressed in the two different passages themselves--Jim's and Miss Carter's--that might make one of them easier for adolescents to comprehend or understand?

9. Disregarding for the moment the fact that it is poetry that Gary dislikes, how might you explain his protest in terms of the need for independence or autonomy?

10. To what extent should it be acceptable for a student to openly reject a learning objective which a teacher has for a class? Is there any potential educational value in a student's doing this?

11. Miss Carter asks if the appreciation of poetry isn't "part of being an educated person." What is an "educated person?" How could your concept of an "educated person" be translated into terms meaningful to the type of class portrayed in the film? In other words, could you really "sell" it to them? Why do you think you could or could not, or, should or should not?

12. Does an engineer really "need" poetry? Would there be any effect upon a society if its engineering community saw in poetry no relevance to its world?

Exercises

1. There are those who say that the treatment of poetry in traditional units of teaching is often deadly dull. Aside from using a textbook, how would you approach the teaching of poetry in a way that you feel would foster appreciation? Develop a list of ways in which poetry could be meaningfully and imaginatively taught.

2. One approach to stimulating interest has been suggested:

   "Keep on your desk a file of typed copies of poems--not to be used as part of a unit or as a lesson illustrating an aspect of poetry, but merely some you enjoy reading and think students may like. Ready at hand, these suggest occasions for poetry that might otherwise be overlooked. Once the practice of reading from this file is started, invite students to add to your collection. The star of one teacher's file is an illustrated copy of James Weldon Johnson's "Creation," prepared by a senior class as their favoriate. A close second is Sandburg's "Primer Lesson," given by a boy in apology for a pert remark."[1] Remembering this warning, "In planning lessons for adolescents, the teacher should not be lured to his college anthologies to find something he has learned to like,"[2] prepare a list of poems you might include in your desk file. Defend each selection, possibly suggesting occasions when each might have some pertinence.

3. Here are three subjects, besides poetry, that high school students often reject in much the same way: Grammar, Algebra, History. Can you identify any characteristics these subjects have in common with poetry that might make adolescents dislike them? Is there anything about the needs or motives of adolescents that might make them reject all three, along with poetry?

---

[1] Loban, Walter, Ryan, Margaret, and Squire, James R. Teaching Language and Literature, Harcourt, Brace and World, Inc., 1961.

[2] Ibid.

References

The following references should be helpful to you in thinking about Questions 1 through 3, 6 through 8, and 11 through 12.

1. Bloom, B. S., et. al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, David McKay Co., New York.

2. Combs, Arthur W., Perceiving Behavior, Becoming, Association for Supervision and Curriculum Development, N. E. A., 1962, Chapter 13, pages 198-212.

3. Cronbach, Lee J., Educational Psychology, Harcourt, Brace and World, Inc., New York, 1954, Chapter 13, pages 423-463, pages 506-511.

4. Hook, J. N., The Teaching of High School English, The Ronald Press Co., New York, 1959, Chapter 7, pages 195-236.

5. Hullfish, H. Gordon, Smith, Philip G., Reflective Thinking: The Method of Education, Chapter 9, pages 133-148.

6. Klausmeier, Herbert J., Learning and Human Abilities: Educational Psychology, Harper and Brothers, New York, 1961, Chapter 3, pages 57-59.

7. Krathwohl, D. R., Bloom, B. S., Masia, B. M., Taxonomy of Educational Objectives, Handbook II: Affective Domain, David McKay, Co., Inc., New York, 1964.

8. Loban, Ryan and Squire, Teaching Language and Literature, Harcourt, Brace and World, Inc., New York, pages 350-377, 625-626, 714-721.

9. _____, The New York Times Magazine, Sunday Supplement, Bob Dylan: "Popularity Among Some College Students Discussed," Section 6, page 44, December 12, 1965.

The references below should provide some background for your for Questions 4 and 5.

1. Lambert and Lambert. Social Psychology. Prentice-Hall, 1964. Chapters 4, 5, and 6.

2. Newcomb, Turner, and Converse. Social Psychology, The Study of Human Interaction. Holt, Rinehart, Winston, 1965. Part I, Chapters 2 through 5.

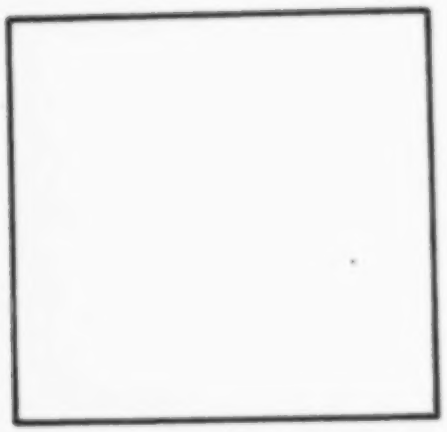
These references pertain to Questions 9 and 10.

1. Blair and Jones. Psychology of Adolescence for Teachers. Macmillan, 1964. Pages 8-11, and Chapters 4, 5, and 8.

2. Blair, Jones, and Simpson. Educational Psychology. Second Edition. Macmillan, 1962. Pages 75-77.

3. Cole and Hall. Psychology of Adolescence. Sixth Edition. Holt, Rinehart, Winston, 1964. Chapter 26.

"Tense: Imperfect"



"I felt that I'd had so many things myself, a good home, an education--I wanted to give back, to help."

"I know about their homes, they don't learn the right things at home--"

"Part of it's not caring about themselves--not having any pride--just existing, living by impulse."

"Melvin, can't you do anything right? Anything at all? Can't you even try?"

It is quite obvious that in spite of the best intentions Miss Burns has failed to help Melvin and has alienated others in the class. The atmosphere that has developed in her class, if allowed to remain unchanged, would certainly defeat any attempts that she made to "help" or to "reach" Melvin and the other students.

> Would you have reacted to Melvin differently? Would you have handled Melvin and this class differently? If so, what would you have done? Is there anything that Miss Burns can do at this point to establish a positive atmosphere in her class?

The following questions, exercises, and suggested readings are designed to help you answer the above questions.

Questions

1. a. What are some of the values which Miss Burns and her students do not share with one another? Why is it that they have developed different values?

   b. Are these two value systems necessarily incompatible. Are there possibilities for compromise? Is compromise desirable?

   c. Do Miss Burns and her students have any values in common? If so, does this fact have any implications for a possible "solution" to the problem?

   d. What proportion of teachers come into contact with the "culturally deprived?" How do you suppose that their general success compares with Miss Burns' efforts?

2. a. What alterations would Melvin have to make, inwardly and outwardly, before he would be truly "acceptable" to Miss Burns? Would she feel that she is asking the impossible of Melvin? From his viewpoint, would Miss Burns be asking the impossible?

   b. Is Miss Burns consciously aware of her "negative image" of Melvin? Is Melvin? Could Miss Burns' "bias" in any way be termed a prejudice or discrimination? Which of the two has had more experience with prejudice and/or discrimination and, therefore, would be more likely to recognize it? Upon recognizing it what effects might it have on this person?

3. Did Miss Burns more often use criticism or praise in dealing with Melvin and the class? What is the relative effect of praise or criticism on student motivation and achievement? How might a significant change in the frequency with which she used praise or criticism have affected the outcome of the problem?

4. What effect might Miss Burns' handling of Melvin have on his "self-concept?" How closely did the remainder of the class "identify" with Melvin?

References

The following are only suggested references, serving as a basis for assisting you in answering the questions. If you feel the need for more information or prefer other references feel free to investigate other sources.

Question 1:

a. Brookover, W. B. and Gottlieb, David, "Social Class and Education," Readings in the Social Psychology of Education, ed., W. W. Charters, Jr. and N. L. Gage, Allyn and Bacon, Inc., Boston, 1963, pp. 3-11.

b. Kaufman, B. Up the Down Staircase. Prentice-Hall, 1965.

c. McCandless, B. R. Children and Adolescents. Holt, 1961. Chapter 14.

d. Riessman, Frank. The Culturally Deprived Child, Harper and Row, 1962, particularly chapters I, IV, and IX.

Question 2:

a. Riessman, Frank. Ibid, Chapter III.

Question 3:

a. Barker, Roger G., "Success and Failure in the Classroom," The Causes of Behavior, Readings in Child Development and Educational Psychology, edited by Rosenblith and Allinsmith, Allyn and Bacon, 1962, pp. 370-372.

b. Clayton, Thomas E., Teaching and Learning, A Psychological Perspective, Prentice-Hall, 1965, Chapter 7.

c. Page, Ellis Batteu, "Teacher Comments and Student Performance," Readings in the Social Psychology of Education, ed. by W. W. Charters, Jr. and N. L. Gage, Allyn and Bacon, 1963, pp. 219-225.

d. Symonds, P. M. What Education has to Learn from Psychology. Third Edition. Bureau of Publications, Teachers College, 1960. Chapters 2 and 3.

e. Mouly, George. Psychology for Effective Teaching. Holt, 1960. Pages 272-289.

Question 4:

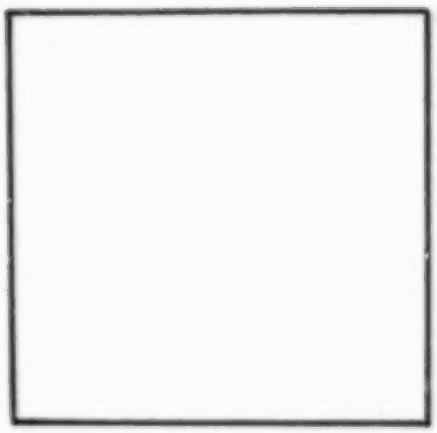
a. Mouly, George. Ibid. Pages 43-64.

Exercises

1. Interview several teachers (with varying degrees of experience and, if possible, with various cultural backgrounds) who are teaching in a school such as the one portrayed in the script. Observe at least one class session of each teacher. How does each teacher's attitudes and experiences compare with those of Miss Burns?

2. Offer your services as a temporary tutor for one or several students in such a school. In this way you would be providing a most useful service to the student and at the same time gaining more firsthand insight into his peculiar needs. How close does his school come to filling those needs? Compare your experiences with others who have also worked individually with these youngsters.

"Julia"



"Then you did find that Julia is retarded?"

"No . . . a definite hearing impairment."

"Do you recommend that Julia be placed in the special education program?"

"No . . . there's a whole cluster of problems here to be considered."

Miss Dawson is, almost abruptly, confronted with the realization that she has the primary responsibility for Julia's education in spite of Julia's hearing impairment. Accepting this task appears to be a psychological as well as a technical challenge for which Miss Dawson apparently feels she possesses inadequate personal resources. This double threat may be alleviated only if Miss Dawson understands the following possibilities and develops "strategies" based on them:

1. She may modify her own classroom procedure to help Julia in terms of both social adjustment and learning.

2. She may obtain help from special members of the school staff--music and art teachers, remedial reading teachers, etc.--to provide special help and enrichment for Julia.

IF YOU WERE MISS DAWSON, WHAT STEPS WOULD YOU TAKE TO HELP JULIA?

Questions

1. What is the nature of hearing impairment in children? What are its causes? What degrees of impairment are there?

2. How does hearing impairment influence social adjustment and learning?

3. What special modifications in classroom organization and teaching strategies can be employed in the regular classroom to facilitate the social adjustment and effective learning of a child who has a mild-to-moderate hearing impairment?

4. What alternatives are available to the teacher for effectively grouping children in the regular elementary classroom in order to promote development of positive self-concepts?

Exercises

Hearing impairment, being a sensory impairment, may present some particular problems as far as classroom learning is concerned. But in terms of social adjustment it may present some problems that are common also to other physical handicaps: blindness or partial vision, crippling, extreme obesity, physical deformity (unusually large head or grotesque features, for example), epilepsy, etc. A basic problem seems to be that an individual with some form of physical handicap is seen to be "different" from other "normal" people. Often others do not know how to "react" to his handicap--whether to attempt to ignore it, to accommodate themselves to it, or what other reaction to make. In a more general sense, other children or adolescents may react to the individual himself by ignoring him (as in the case of Julia), by teasing or ridicule, by rejecting him, etc.

Think back over your years as an elementary or secondary student; list the physical handicaps that existed among your peers and that were sufficiently marked to present problems of social adjustment. Select at least one--not a problem of impaired hearing like Julia's--and describe the individual and his problem as fully as you can. Be sure to describe the reactions of others to this individual.

Now, assume that you as a teacher have this individual in your class. Reconsider questions two and three on the previous page, substituting this specific physical handicap for "hearing impairment."

References

Question 1:

a. Hallowell Davis and S. Richard Silverman (ed.), Hearing and Deafness (rev. ed.), New York: Holt, Rinehart & Winston, 1963, pp. 29-124.

b. Hayes A. Newby, Audiology (2nd ed.), New York: Appleton-Century-Crofts, 1964, Chapter 10, pp. 280-305.

c. John J. O'Neill, The Hard-of-Hearing, Englewood Cliffs: Prentice-Hall, 1964.

Question 2:

a. Lee Myerson, "A Psychology of Impaired Hearing" in William M. Cruickshank, Psychology of Exceptional Children and Youth, Englewood Cliffs, New Jersey: Prentice-Hall, 1963, pp. 118-191.

b. Harley Z. Wooden, "Deaf and Hard-of-Hearing Children" in Exceptional Children in the Schools, New York: Holt, Rinehart and Winston, 1963, pp. 360-372.

c. Beatrice A. Wright, Physical Disability - A Psychological Approach, New York: Harper and Bros., 1960, Chapters 1-4, pp. 1-103.

Question 3:

a. Alice Streng, "The Child Who is Hard-of-Hearing" in James E. Hagary and John R. Eichorn (ed.), The Exceptional Child, New York: Holt, Rinehart and Winston, 1960, pp. 288-293.

b. Wendell Johnson et al (rev. ed.), Speech Handicapped School Children, New York: Harper and Bros., 1956, Chapter 2, pp. 17-38, and Chapter 8, pp. 304-337.

c. Eleanor C. Ronnei and J. Porter, Tim and His Hearing Aid, New York: Dodd, Mead and Company, 1952.

d. Beatrice A. Wright, Physical Disability - A Psychological Approach, New York: Harper and Bros., 1960, Chapters 6, 9, 11, 12, pp. 133-161, 208-250, 274-317.

Question 4:

a. John I. Goodlad, Planning and Organizing for Teaching, Washington: National Education Association, 1963, Chapters 4 and 5, pp. 93-138.

Question 4 (continued)

b. Judson T. Shaplin and Henry F. Olds, Jr., Team Teaching, New York: Harper and Row, 1964.

c. Daniel Prescott, The Child in the Educative Process, New York: McGraw-Hill Book Co., 1957, Chapters 4-9, pp. 89-346.

d. Carl Rogers, On Becoming a Person, Boston: Houghton-Mifflin, 1961, Chapter 3, pp. 39-58, Chapters 13-15, pp. 273-313.

The following references should be of help to you in thinking about the problem posed in the Exercise.

a. Cruickshank. Psychology of Exceptional Children and Youth, Second Edition. Prentice-Hall, 1963. Chapters 5 through 8.

b. Magary and Eichorn. The Exceptional Child. Holt, Rinehart and Winston, 1960. Chapters 3 through 6.

c. Wright. Physical Disability - A Psychological Approach. Harper, 1960.

Appendix B

DIRECTIONS

Teaching is composed of many tasks. Some of the tasks involved in teaching are more important than others. This scale consists of a number of pairs of teaching tasks. Your job is to determine which one of the two tasks in each pair you consider to be the most important or essential in doing a good job of teaching. If you had to eliminate one of them, which one would it be? You may consider both tasks as being important or essential, but force yourself to choose between them. There are no "right" or "wrong" choices on the scale.

Mark your choice (either the a or the b) on the answer sheet. In marking your answer, mark the task in each pair that you feel is the most important. Do not mark the task that you feel you would eliminate if you had to. You will notice that each task is used more than once since it is paired with different tasks. You should not feel obligated to choose a task again just because you have already chosen it over another task. Consider each pair carefully. Make a choice for every pair; do not skip any.

1. a. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

   b. Capitalizing on individual pupil interests.

2. a. Encouraging the development of social skills of pupils.

   b. Communicating concepts at the level of understanding of the particular pupils involved.

3. a. Deciding what to do when facing daily teaching problems.

   b. Arousing pupil interest in the subject being taught.

4. a. Acquiring an understanding of the language used by pupils.

   b. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

5. a. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

   b. Communicating concepts at the level of understanding of the particular pupils involved.

6. a. Encouraging the development of social skills of pupils.

   b. Acquiring an understanding of the language used by pupils.

7. a. Changing original plans in order to deal with unexpected teaching problems that arise.

   b. Utilizing positive reinforcement wisely in order to encourage motivation.

8. a. Deciding what to do when facing daily teaching problems.

   b. Guiding classroom interaction between pupils skillfully.

9. a. Persuading pupils to develop a sense of responsibility toward the feelings and possessions of others.

   b. Communicating concepts at the level of understanding of the particular pupils involved.

10. a. Capitalizing on individual pupil interests.

    b. Acquiring an understanding of the language used by pupils.

11. a. Communicating concepts at the level of understanding of the particular pupils involved.

    b. Guiding classroom interaction between pupils skillfully.

12. a. Guiding classroom interaction between pupils skillfully.

    b. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

13. a. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

    b. Arousing pupil interest in the subject being taught.

14. a. Persuading pupils to develop a sense of responsibility toward the feelings and possessions of others.

    b. Acquiring an understanding of the language used by pupils.

15. a. Communicating concepts at the level of understanding of the particular pupils involved.

    b. Changing original plans in order to deal with unexpected teaching problems that arise.

16. a. Deciding what to do when facing daily teaching problems.

    b. Encouraging the development of social skills of pupils.

17. a. Arousing pupil interest in the subject being taught.

    b. Attempting to communicate correct and accurate information to pupils.

18. a. Persuading pupils to develop a sense of responsibility toward the feelings and possessions of others.

    b. Capitalizing on individual pupil interests.

19. a. Communicating concepts at the level of understanding of the particular pupils involved.

    b. Arousing pupil interest in th subject being taught.

20. a. Utilizing positive reinforcement wisely in order to encourage motivation.

    b. Communicating concepts at the level of understanding of the particular pupils involved.

21. a. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

    b. Utilizing positive reinforcement wisely in order to encourage motivation.

22. a. Attempting to communicate correct and accurate information to pupils.

    b. Deciding what to do when facing daily teaching problems.

23. a. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

    b. Encouraging the development of social skills of pupils.

24. a. Guiding classroom interaction between pupils skillfully.

    b. Arousing pupil interest in the subject being taught.

25. a. Guiding classroom interaction between pupils skillfully.

    b. Capitalizing on individual pupil interests.

26. a. Attempting to communicate correct and accurate information to pupils.

    b. Gathering as much information as practicable in attempting to solve a difficult teaching problem.

27. a. Capitalizing on individual pupil interests.

    b. Encouraging the development of social skills of pupils.

28. a. Deciding what to do when facing daily teaching problems.

    b. Persuading pupils to develop a sense of responsibility toward the feelings and possessions of others.

29. a. Persuading pupils to develop a sense of responsibility toward the feelings and possessions of others.

    b. Arousing pupil interest in the subject being taught.

30. a. Communicating concepts at the level of understanding of the particular pupils involved.

    b. Capitalizing on individual pupil interests.

FILM REACTION

NAME _____ DATE _____ YRS. OF TCHNG. EXP._____
(Last) (First)

DIRECTIONS: Please answer the following questions, based on the film that you have just seen. Quality, not quantity, should characterize your answers. Please be assured that there are no "right" or "wrong" answers to the problem posed in this film.

1. Diagnose the main problem faced by the teacher in this film.

2. List the events in the film that support your diagnosis of the problem.

3. Now, in the light of what you have already stated, what should the teacher do to solve the problem? That is:
   A. What should the teacher do right away (within the next few days)?

   B. What should the teacher do to see that the problem does not occur in the future?

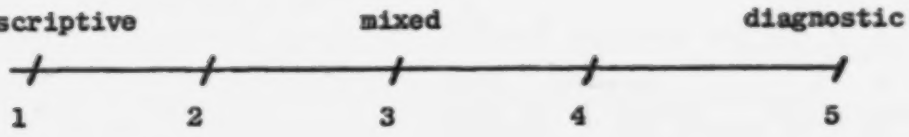
4. How could a teacher applying the solution that you have suggested check to make sure that it is working?

SCORING OF TEACHER DECISION-MAKING INSTRUMENT
(FORM C)

Score 0 if any answer is omitted.

Question 1

1.



20% and below 21-40% 41-59% 60-79% 80% and above

Does the analysis of the problem deal with the surface behavior contained in the film by describing it or drawing descriptive type inferences (that is, generalize close to the descriptive level), or does the analysis move toward the diagnostic level by attempting to explain why the behavior occurred or to indicate what causative factors are operating? Diagnostic usually moves to a greater level of generalization and abstraction and uses terminology not used in the film, such as psychological concepts.

2. Number of educational psychology concepts and principles used in diagnosing the problem. Count all correctly used concepts and principles including those concepts used within a principle. Continue to count a given concept no matter how many times it is used. Count concepts and principles separately. The distinction between concepts and principles made by Gagne is the one to be used in scoring.

A concept or principle is considered to be incorrectly used in terms of: (1) its implied definition; (2) its consistency with non-psychological terminology used; (3) its consistency with other psychological concepts and principles used; (4) its relevancy to the information given in the film.

Question 2

	8-9 omissions	6-7 omissions	4-5 omissions	2-3 omissions	1-0 omissions
3.	1	2	3	4	5
	80% and over	60-79%	40-59%	20-39%	0-19%

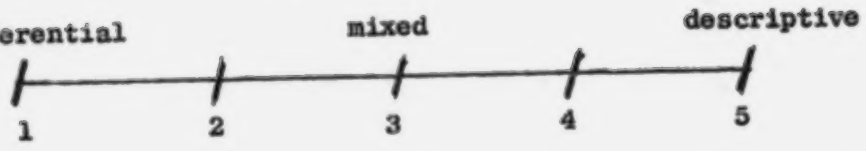
Does the listing of events contain errors of omission and commission as compared with the events that appear in the film? That is: (1) Errors of commission including erroneous evaluative inferences will be assessed by counting the number of such mistakes in the listing of events. (2) How complete is the listing? Have important events been omitted? The scale above will be used to assess errors of omission. A reasonable inference is not an error.

highly inconsistent	mostly inconsistent	mixed	mostly consistent	highly consistent
1	2	3	4	5
20% and below	21-40%	41-59%	60-79%	80% and above

Is the analysis of the problem consistent with the events listed in the answer to Question 2? That is, is each contention made in Question 1 supported by an event listed in the answer to Question 2? For two things to be considered highly consistent with one another, they should not contradict one another, and, further, they should support one another. An error of commission cannot lend support.

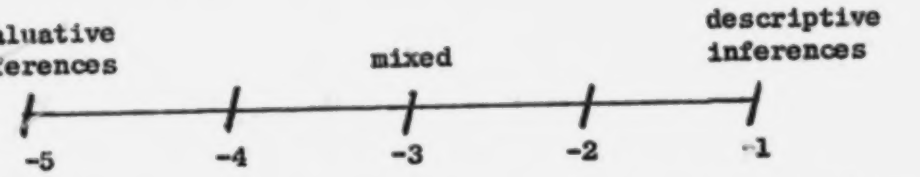
Question 2

5. (1)



20% and below 21-40% 41-59% 60-79% 80% and above

(2)



20% and below 21-40% 41-59% 60-79% 80% and above

(3) Combined score

(1) Is the listing of events in descriptive or inferential terms? After determining this on scale (1) above, count the number of events listed (non-inferential in nature) and multiply this number times the scale (1) value.

(2) Are the inferences, if any, made in value-laden or descriptive terms? After determining this on scale (2) above, count the number of inferences (of both types) made in the answer and multiply this number times the scale (2) value. Notice the negative values involved.

(3) Derive an over-all combined score for the two scales by subtracting the product obtained for scale (2) from the product obtained for scale (1).

Question 3

6.

highly inconsistent	mostly inconsistent	mixed	mostly consistent	highly consistent
1	2	3	4	5
20% and below	21-40%	41-59%	60-79%	80% and above

Is the immediate solution consistent with the long-range solution? The long-range solution may be viewed as teaching objectives. If score is less than 4, use the answer to Question 3a only in all scoring dealing with the solution.

7.

highly inconsistent	mostly inconsistent	mixed	mostly consistent	highly consistent
1	2	3	4	5
20% and below	21-40%	41-59%	60-79%	80% and above

Is the solution consistent with the diagnosis of the problem (Question 1), especially the educational psychology concepts and principles used therein?

8. (1)

not feasible		mixed		highly feasible
1	2	3	4	5
20% and below	21-40%	41-59%	60-79%	80% and above

(2)

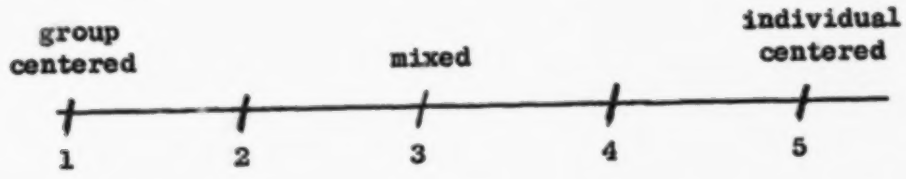
not operational		mixed		highly operational
1	2	3	4	5
20% and below	21-40%	41-59%	60-79%	80% and above

8. (continued)

(1) Is the solution in Question 3 feasible in a real school situation? That is: Are the operations (or the operations implied) practical--not: will the solution work?

(2) Is the solution in operational terms? Are the actions that the teacher is to take operationalized, regardless of their practicality?

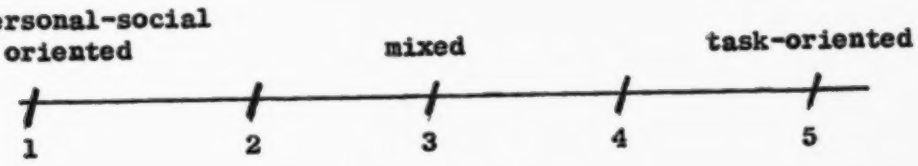
9.



20% and below 21-40% 41-59% 60-79% 80% and above

Does the solution in Question 3 consider working with individuals or the group? Is the individual seen as being distinct from the group? In spite of what the answer may say about the desirability of working with individuals, are the operations or implied operations manipulations made upon and through the group or upon and through individuals?

10.



20% and below 21-40% 41-59% 60-79% 80% and above

Does the solution in Question 3 require that the teacher primarily use personal-social skills (e.g.: personality, warm social interaction, etc.) or his task skills (e.g.: diagnostic test, remedial reading, etc.). The crucial question is whether the operations (or implied

10. (continued)

operations) that the teacher is to make involve the type of teaching skills that could be called scientific and can be transmitted by teacher-training institutions in a systematic fashion or whether, on the other hand, they involve the teacher using more or less systematically acquired personal-social traits and abilities that are individual in nature and are mostly a product of socialization. In the latter case, the teacher may be viewed as using "himself" as an instrument instead of using teaching skills that could be systematically acquired from a teacher-training institution or an in-service training program. E.G.: In leading a group discussion, does the teacher primarily depend upon the warmth of his personality or his skills as a discussion leader.

11. Is the solution in Question 3 a matter of the teacher taking direct, indirect, or escape type of action? Also, is the action taken positive, negative, or neutral? (See the categories on the last page)

Question 4

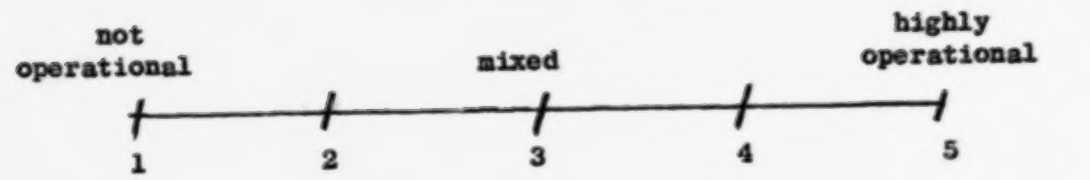
12.

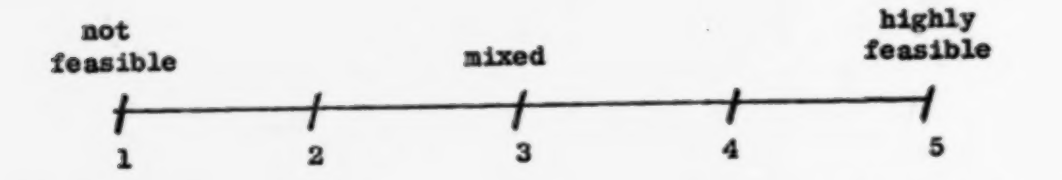
highly inconsistent	mostly inconsistent	mixed	mostly consistent	highly consistent
1	2	3	4	5
20% and below	21-40%	41-59%	60-79%	80% and above

Are the confirmation criteria consistent with the solution?

Question 4 (continued)

13.





To what extent are the confirmation criteria in Question 4 (1) operational and (2) feasible? That is: (1) Does the answer indicate operational means as well as goals? Have the confirmation operations been operationalized in the answer? (2) Are the operations (or implied operations) practical in the typical school setting or the school setting in the film (if implied)?

Over-All Consistency

14. Average the scores from scales 2, 6, 7, 12. Carry figures two places to the right of decimal unless the last figure is a 5.

	Positive	Neutral	Negative
Direct Action Dominative, controlling, directive authoritarian, restricting	Praising, rewarding D+	Explaining, directing, ordering, lecturing D	Criticizing, punishing, self-defense, warning, reprimanding D-
Indirect Action Integrative, non-directive, non-controlling, freeing, democratic	encouraging, "setting up" for reward, or praise, accepting feelings I+	asking questions, seeking information, listening I	"setting up" for criticism, reprimand, punishment I-
Escape Failure to come to grips with decision		referral-past oriented decision, asking another what to do, criticism of film or teacher E	

DIRECTIONS

On the next page is a list of statements each of which may or may not describe the method of instruction used in our class. Read through the list of statements and choose three (3) that best describe how you feel about the method of instruction used in this class. In the spaces below write the numbers of the three statements you have chosen:

_____ _____ _____

1. The method of instruction used in this class may be effective but I doubt it.

2. The instructional method used in our class is probably no more or no less effective than the conventional lecture class.

3. The method used in teaching this class has no instructional value at all.

4. The teaching method used in this class is interesting and intellectually stimulating.

5. I believe students have learned <u>much</u> more under the method of teaching used in this class than they would have learned using conventional lecture methods.

6. The instructional method used in this class is probably more stimulating than the lecture method, but I doubt that any more learning goes on here compared to lecture class.

7. Due largely to the method of instruction, I have learned a great deal in this class and have found it very interesting.

8. As time goes by I find the method of instruction used in this class to be increasingly interesting and stimulating.

9. I believe the method used in this class is at least as good as some other method that might be used.

10. The method of instruction used in this class is probably satisfactory, but I believe I prefer the lecture-discussion method better.

11. The longer I experience the instructional method used in this class, the more I am convinced of its complete inadequacy as an aid to learning.

12. The method used in this class is unexciting and its instructional value is probably insignificant.

DIRECTIONS

On the next page is a list of statements each of which may or may not describe the reading materials used in our class. Read through the list of statements and choose three (3) that best describe how you feel about the reading materials used in this class. In the spaces below write the numbers of the three statements you have chosen:

_____ _____ _____

1. I cannot think of any reading I have done that is as valuable for what I want to teach as the reading I have done for this course.

2. I rather doubt that what I have read for this course will have real value for me as a teacher.

3. I am really quite uncertain about the potential value of what I have read in this course for what I plan to teach.

4. I feel that what I have read in this course will have very great value for me as a teacher.

5. When I become a teacher, I am somewhat doubtful that I will make use of the ideas that I have gained from the reading material in this course.

6. The material I have read in this course may or may not have value for me when I become a teacher.

7. I think that the reading material for this course contains a great deal of information that is absolutely essential for any teacher to know.

8. At this point, I really cannot say if the reading I have done for this course will have any value for me as a teacher.

9. I can see some connection between teaching and what I have read in this course.

10. I cannot imagine making use of anything I have read in this course when I actually teach.

11. It is possible that the material I have read for this course will be of value when I teach.

12. The reading I have done for this course seems to have nothing at all to do with what I plan to teach.

13. In some cases, a teacher might actually make use of some of the information contained in the reading materials for this course.

14. The reading I have done in this course seems much less important for what I want to teach than the reading I have done in my other courses.

15. I have run across a few ideas in the reading I have done for this course that seem useful as far as teaching is concerned.

16. It is a little hard for me to see much connection between teaching and the reading material for this course.

17. Compared to the reading I have done for other courses, the reading material in this course does seem to have value for what I plan to teach.

18. I am not quite sure that the reading I have done for this course will be of help when I teach.